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2020 Academic Experience Survey Report
VP Academic and University Affairs Office
2020/2021

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Executive Summary

The Academic Experience Survey (AES) is going into its eighth year, and in the midst of an unprecedented time in which post-secondary institutions and institutions are re-evaluating “the new normal.” For the past six years, we have utilized the market research firm, Insights West, to conduct this survey. The Academic Experience Survey is one of the AMS’ most valuable tools in data-driven advocacy, which is more essential than ever.

Each year’s survey differs from year to year, depending on the issues facing students and each VP Academic and University Affairs office. In mid-March, the COVID-19 pandemic occurred and transforming - with the university shutting down and transitioning online, significantly disrupting classes, housing accommodations, social connections, mental health, and financial security. As a result, there are lower response rates compared to previous years, which must be taken into consideration when analyzing data. Since then, the university has made significant changes to its processes in its transition to online learning and university life and the global conversation has been marked by racial injustice. The AMS has run another COVID-19 Impact on UBC Students Survey to guide advocacy actions under COVID-19. For more information, please refer to the *COVID-19 Impact on UBC Students Survey Report*.

This year, the survey asked brand new questions about the efficacy of career support services to better reflect preparation for graduation, the nature of food insecurity, EmpowerMe, and an expanded section on the respondent profile about first-generation university students. This report format has been revised to streamline the themes and make it easier to read, by integrating the external advocacy section present in previous years and expanding on mental health and wellbeing.

Any questions about the results and implications of this report can be directed to the office at vpacademic@ams.ubc.ca. Raw data and a breakdown of results not included in the [2020 Insights West Report](#) are available by request, upon approval of the VP Academic and University Affairs.

This report could not have been created without the hard work of Morgan Lorenz, Shivani Mehta, Chloe Andres, and Hannah Edward. We thank everyone involved from last year’s team, Julia Burnham, Jerome Goddard, Veronica Stolba, Neha Tadepalli, and Guilherme Rosales, for their hard work in designing and distributing the survey. And above all, we thank the students who engaged with this survey and for whom the results of this survey should serve. Though this year may be characterized by the COVID-19 pandemic and all the challenges it brings, we commend the resilience and strength of UBC students.

Sincerely,

Georgia Yee
Vice President Academic and University Affairs
Alma Mater Society of UBC Vancouver

Updates on Last Year's Recommendations

Reasons for Attending UBC	Responsible Execs	Progress	Details
<p>Recommendation #1: The AMS will endeavor to further investigate what “good value for tuition fees” means for undergraduate student and strategically plan ways to enhance the value students receive for their tuition fees.</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS has been involved in a variety of conversations surrounding tuition increases to amend the consultation process to provide transparency for its increases to impact the specific priorities in the upcoming budget, through an improved tuition allocation model/</p>
Student & Academic Priorities	Responsible Execs	Progress	Details
<p>Recommendation #2: The AMS will look into ways it can work with UBC cooperative education units to bolster the available work integrated learning resources and opportunities, along with continuing to build awareness of post-graduate job seeking resources and professional development resources on campus.</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS will continue to look into ways it can collaborate with cooperative education units, the CSIC, and other post-graduate job seeking resources and professional development resources on campus.</p>
<p>Recommendation #3: The AMS will advocate with the federal and provincial governments to create more opportunities for graduate work-integrated learning, and undergraduate research opportunities for students.</p>	<p>VP External</p>	<p>Ongoing</p>	<p>The AMS has worked to establish Undergraduates of Canadian Research-Intensive Universities (UCRU) to advocate for work-integrated learning opportunities. The AMS has also been working with UBC to explore the landscape of work-integrated</p>

			learning in BC. The AMS is currently advocating to the provincial government towards enacting economic stimulus and recovery packages inclusive of post-secondary students. This includes ensuring that the student unemployment rate is being addressed, housing supports are in place in the event of a second wave of the COVID-19 pandemic, and more. Currently, the AMS is lobbying the government for extensions to the student loan repayment freeze and in the long term, the complete removal of student loan interest rates.
Perceptions of the AMS	Responsible Execs	Progress	Details
Recommendation #4: The AMS will advocate for further financial transparency within UBC, including the university being more transparent around funds allotment, and their expenditure of tuition fees.	VP Academic and University Affairs	Ongoing	In collaboration with the GSS and UBCO Students' Union, the AMS has provided a submission to the Board of Governors regarding opposition towards tuition fee increases. Through this submission and Executive meetings, the AMS has advocated to amend the consultation process in order to provide transparency for tuition fee values.
Recommendation #5: The AMS will house plain-language versions of its budget and investment reports, with simplified overviews on its website, so post-secondary students at UBC are able to easily access and understand AMS finances.	VP Finance	Completed	The Finance portfolio has adapted their document presentation to the public. This includes adjusting finance reports to have less text and more visual representation. Documents covering the AMS Budget have commentaries to provide internal and external transparencies. As a result of these changes, Vice Presidents within the AMS can more easily understand how the budget was allocated and councilors can easily navigate changes in investment between

			school years, rather than examining spreadsheets.
<p>Recommendation #6: Continue strong relations with the GSS and graduate student body by involving them in pertinent decisions, advocacy, and continuing to inform and involve graduate students on various AMS events, campaigns, and general endeavors.</p>	<p>President, VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS and GSS have been working closely together on a variety of submissions to the Board of Governors. The AMS and GSS have worked to develop an executive report regarding the results and implications of the COVID-19 Survey, which was conducted in June 2020. Both parties continue to collaborate on student issues in order to ensure that undergraduate and graduate students' needs and priorities are properly addressed.</p>
<p>Recommendation #7: The AMS will work to expand peer support services so that they may better serve graduate student needs, and ensure that they have access to inclusive peer support on campus.</p>	<p>VP Academic and University Affairs, Student Services Manager</p>	<p>Ongoing</p>	<p>The VPAUA and SSM will continue to work with GSS in order to expand research surrounding graduate student needs, as well as expand graduate student knowledge of student resources and support on campus.</p>
<p>Recommendation #8: The AMS increases student consultation efforts, through town halls and other methods in order to holistically apply student opinions to policies. It will also further promote its advocacy campaigns, services, strategies and wins via social media, newsletters, or other methods of communication.</p>	<p>President, VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The VPAUA has engaged with over 2000-5000 students consistently in r/ubc, the Policy 131 campaign, and the Academic Experience Survey. Due to lack of attendance, the Presidents and VPAUA portfolios are looking into alternatives to town halls. The President's Office has increased student awareness by creating time-staggered and in-person consultations, targeting specific cohorts, and engaging with passionate students and maintaining an active consultation with these specific students. The COVID-19 survey was constructed in May 2020 and received over 6,000 responses; the information collected was distributed to all</p>

			portfolios in the AMS to better advocate towards UBC administration.
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Student Finances

Overview of Affordability	Responsible Execs	Progress	Details
<p>Recommendation #10: The AMS will continue to advocate for increased yearly student financial aid funding from UBC and also raise awareness of such services to students through the AMS website and social media.</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS has advocated to increase. This year, student financial aid was increased by 37% in response to the COVID-19 pandemic. There has been a total increase of 268,650 in summary bursary. The AMS will continue to work with Enrolment Services Advising.</p>
<p>Recommendation #11: The AMS will advocate with the provincial government on matters of tuition affordability, and the accessibility of a university education for all populations. Please refer to recommendations #23 - #32 in the External Advocacy section for further information on affordability advocacy.</p>	<p>VP External</p>	<p>Ongoing</p>	<p>The AMS has been working with the provincial government in ensuring that there is an increase of investments towards BC Campus, the developer of OERs in British Columbia, and as accomplished in July of 2020, \$675k has been allocated towards OERs. In addition, the AMS has also made a recommendation to increase operational grant funding towards post-secondary institutions so that institutions do not burden international students with the increasing cost of education. The AMS has also been advocating for allocations of emergency funding towards post-secondary institutions so that students regardless of their residency status are supported financially throughout the COVID-19 pandemic. The AMS will be working with UBC to develop</p>

			campaigns on increasing awareness with regards to emergency funding options offered by the University.
Housing and Affordability	Responsible Execs	Progress	Details
Recommendation #12: The AMS will continue advocacy efforts for increased on-campus student housing, primarily through lobbying to maximize the density of the Stadium Road Neighbourhood development. Other initiatives related to housing advocacy will be discussed in the External Advocacy section.	VP Academic and University Affairs	Ongoing	The AMS launched a petition in support of maximizing the available housing in Stadium Road Neighbourhood, gathering over 500 signatories, through engagement with social media like Reddit. The petition was submitted in early 2020, but the project has faced internal delays within UBC. The AMS will continue to advocate for increasing density for the Stadium Road neighbourhood, pending the UBC Musqueam Relationship Agreement.
Recommendation #13: The AMS will address issues surrounding food insecurity by participating in campuswide advocacy efforts working to restructure UBC's food systems.	VP Academic and University Affairs	Ongoing	The AMS has taken membership in various Food Security Action groups and purchased equipment to allow accessible service to suit the needs of a wider demographic of individuals. The AUA portfolio has held roles within the Food Security Initiative Core team on strategizing opportunities and educational resources allowing the public to better understand how UBC is taking action towards addressing university-centric food insecurity. The AUA office has also contributed towards the development of the Digital Food Hub.
Recommendation #14: Bolstered by new funding, the AMS will expand the AMS Food Bank and	Student Services Manager	Ongoing	The AMS has adjusted the hours of the Food Bank based on feedback from the AMS and GSS Council. The AMS Food

increase awareness of its services. It will also ensure that the Food Bank is included in food insecurity restructuring processes on campus.			Bank has also been participating in Food Security Initiative meetings.
Recommendation #15: The AMS will look into collaborating with research projects on campus and with the University involved in food insecurity and begin developing a long-term food security plan.	Student Services Manager, VP Academic and University Affairs	Ongoing	The AMS will work with the Food Insecurity Action Team (FIAT)/Food Security Initiative in order to develop the creation of a long-term affordability plan a Digital and Physical Food Hub. The shift in focus from Food Banks to Food Hubs will not only provide emergency food relief but also connect members with resources and services that address the roots of food insecurity and allow for long-term solutions to food security within the community.
Course Material Affordability	Responsible Execs	Progress	Details
Recommendation #16: The AMS will continue existing advocacy on the implementation of Open Educational Resources, including the #TextbookBroke campaign and the application of the \$1 million grant from UBC to expand the use of OERs. It will expand this advocacy to also push for the implementation of Open Assessment at UBC.	VP Academic and University Affairs	Ongoing	The VPAUA office has had a prominent presence in the development and operations of the Open Educational Resources Fund in order to advocate for the interests of students. This portfolio has participated in drafting the principles, processes, and membership on the adjudication committee for the OER fund. The AMS Textbook Broke campaign also created an open letter for equitable education and launched an 'OER Champions' award and reception.
Recommendation #17: The AMS will further develop	VP Academic and University Affairs	Ongoing	The AMS has had regular meetings with CTLT to continue

relationships with the Centre for Teaching, Learning and Technology and department heads to advocate for OER's and free online course material via UBC Library versus having materials that incur a cost in order to procure it.			developing the Open Champions award to recognize the labour of faculty members that create Open Educational Resources. The AMS will continue to work with department heads and academic clubs to increase awareness of OER.
Financial Literacy	Responsible Execs	Progress	Details
Recommendation #18: The AMS will improve its communication efforts regarding financial support available to students, particularly through redesigning the AMS website to be more clear about what financial services are offered and events.	VP Finance	Ongoing	The AMS has invested funds into expanding the Communications & Marketing department, which has allowed the AMS to become more active on social media and has increased student engagement with AMS clubs. As a result of this improvement, UBC Enrolment Services are able to relay this information more easily through in-person consultation and on their website. Due to a higher threshold on additional funding, the VP Finance portfolio has been working in conjunction with the Communications department to increase notice and to expand the outreach audience and furthered marketing upon the funds available for students.
Recommendation #19: The AMS will look to also increase educational communications about financial support and literacy by hosting educational and awareness booths at various activities and events.	VP Finance	Completed	The VP Finance partnered with RBC on Campus to host financial literacy workshops, to improve budgeting, credit and tax management skills since September. For this upcoming year in a virtual student-engagement environment, our financial literacy workshops with RBC on Campus will be postponed.

			Nonetheless, the VP Finance is looking for avenues to increase financial support for students in this upcoming year.
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External Advocacy

Transit	Responsible Execs	Progress	Details
Recommendation #20: The AMS will research ways to improve the UPASS contract and the breadth of what it offers, including but not limited to summer UPASS opportunities.	VP External	Completed until 2025	The AMS will continue to find ways to improve the U-PASS contract by strategizing media opportunities and collaboration with UBC and other stakeholders on a joint letter of support. The AMS has decided that there is no need to revise the existing Universal Transit Pass agreement. The U-Pass agreement was suspended due to the COVID-19 pandemic and the suspension was automatically lifted on August 31st, 2020. The AMS designed and released a transit subsidy to support student transit throughout the summer term. This subsidy ended on August 31st, 2020, with the lifting of the U-Pass suspension. The U-Pass was reinstated to ensure that the majority of students would be supported through transit needs for not only access to education, but also access to essential services. The reinstating of the U-Pass came with new exemption options: students living outside the Lower Mainland could be exempt and those who were immunocompromised could be exempt. The AMS also released its annual Winter 2020-2021 financial hardship subsidy for

			those students who were unable to pay for the U-Pass as a result of financial hardship
Recommendation #21: The AMS will continue its advocacy efforts to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC.	VP External	Ongoing	AMS has collaborated with TransLink to determine a long-term regional transportation strategy (Translink 2050) through various consultations to address transportation needs. The COVID-19 pandemic has had a negative impact on the status of the SkyTrain to UBC as stakeholders like the provincial, federal, and municipal government are allocating funds towards economic stabilization and recovery. However, the federal government signed the <i>Safe-Restart Agreement</i> with the provinces allocating \$2.6 billion to British Columbia to ensure that transit services among other jurisdictions are well-supported. Funding for the business case could come from that funding allocation; however, that lobbying effort will need to be decided by the AMS and the UBC Rapid Transit Team in a collaborative manner..
Recommendation #22: The AMS will remain appraised about other transit methods and their potential relevancy to UBC, including but not limited to bike share and car share, prioritizing efficiency and sustainability	VP External	Complete	Ridesharing has been implemented and is readily available within the Vancouver general area.
Recommendation #23: The AMS will ensure that student voices are heard on regional	VP External	Ongoing	The AMS has pushed for transit advocacy by collaborating with Translink to perform

transit plans, and will advocate for student needs to be considered at all levels of transit development.			consultation at UBC on the long-term regional transportation strategy (Translink 2050).
External Affordability	Responsible Execs	Progress	Details
Recommendation #24: British Columbia is the only province which does not have an up-front needs-based grant program for students. The AMS will advocate for this program to be created over the next year, increasing funding opportunities for students in need.	VP External	Completed	Last year, the AMS in collaboration with other student unions advocated for the establishment of an upfront needs-based grant which has been established and will be released in September 2020. The AMS has presented to the Standing Committee on Finance and Government Services regarding a complete revision of the current funding model to increase direct financial support to post-secondary institutions including annual infusions of funding to keep tuition and ancillary fees stable; permitting post-secondary institutions to run budget deficits which ensures that institutional budget cuts that provide campus and student services are minimized pursuant to <i>the University Act - S29(1.1)</i> ; and the allocation of \$5 million in funding towards BCCampus which would allow for the increased adaptation of open textbooks to play a positive role in academic environments post-COVID-19.
Recommendation #25: The AMS will advocate for funding for students and post-secondary institutions to be a policy concern during the upcoming federal elections, highlighting student issues as part of the	VP External	Completed until 2023 (expected)	The AMS, in collaboration with the Undergraduates of Canadian Research-Intensive Universities (UCRU) and 40+ other student associations across Canada, presented a national student letter to candidates in the federal

Get Out the Vote Campaign			election. This letter addressed three critical student issues for parties to commit to. The AMS has followed up with newly elected MP's in BC in order to set up meetings and discuss support for our main asks.
Recommendation #26: The AMS will advocate for the elimination of interest on student loans.	VP External	Ongoing	The AMS has signed onto the "Knock Out Interest" on federal students loans campaign and executed the campaign on campus in support of financial aid lobbying. The AMS will continue to collaborate with stakeholders in ensuring that federal interest rates on student loans are removed. In the context of COVID-19, we have been advocating to the federal government that extensions to the student loan repayment freeze be extended to an adequate point in time as a result of financial struggles that students are facing during economic stabilization and recovery.
Recommendation #27: The AMS will advocate for the federal funding of graduate student grants.	VP External	Ongoing	The AMS has been collaborating with the GSS on provincial financial aid for graduate students and ensuring that provincial stakeholders such as Translink are understanding towards the needs of students, specifically with graduate student centric advocacy focus. Furthermore, graduate students have been taken into account when addressing the transit needs of students as many parts of their academic environment requires them to be on campus despite the ongoing pandemic. Additionally, the AMS will be

			working with the GSS to work on the development and advocacy of equity-based grants; grants designed to support low-to-middle income graduate and undergraduate students.
Recommendation #28: The AMS will advocate for international students to have an easier and more standardized visa process in order to avoid unnecessary confusion and stress to do with visa restrictions.	VP External	Ongoing	The AMS will advocate to the federal government to amend the Canadian Experience Class Express Entry program to include full time student and entrepreneurial experience towards fast tracked permanent residency. Submissions on this issue have been made to the federal government. The AMS intends to ensure that international students are being given fair and equitable opportunities to attain fast-tracked permanent residency.
Recommendation #29: The AMS will advocate for housing affordability and student housing quality via the continuance of its Rent with Rights campaign, and other existing housing affordability efforts.	VP External		The AMS has determined in coalition with Rent-With-Right stakeholders that continuance of the campaign itself would not be productive as pressure has already been exerted on the provincial government with regards to student housing. The main focus with regards to student housing is working collaboratively with the VP AUA and AVP Student Housing (UBC) on the Leading Practices Subcommittee of the Student Housing Working group to produce recommendations that are backed by the provincial government. As a guarantee that such recommendations will be abided by, any failure to adhere to such recommendations by

			post-secondary institutions will serve as a precedent to lobby the government to create new legislation for student housing.
Recommendation #30: The AMS will begin research on what the next phase of external housing advocacy looks like at UBC, and will formulate a long-term plan for student housing that increases affordability and access. This plan will be released in the form of a report, and will be accessible to the public.	VP External		The AMS has been pushing for student housing rental rights advocacy by collaborating with the Student Housing Working Group to address the Rent with Rights recommendations and establishing Leading Practices Housing. Through lobbying, student housing availability on campus will also be addressed in order to maximize the density of the pending Stadium Road Neighbourhood development. This initiative will focus on maximizing tower heights in order to optimize student housing availability and minimize impact on greenspace on campus.
Recommendation #31: Building off of successful external advocacy from last year, the AMS will continue to be an advocate for the awareness, implementation, and funding of Open Educational Resources in universities across BC and Canada.	VP External		The AMS collaborated with BCCampus to expand research and advocate for Open Educational Resources across Canada. The AMS is exploring opportunities for advocacy with BCCampus and a potential online campaign with Universities Canada. Please refer to Recommendation #11 details for more information.
Recommendation #32: The AMS will advocate on the provincial level for policy surrounding educational materials. This will include the identification that assessment is part of tuition, and that Open Educational Resources and Open Assessment practices should	VP External	Ongoing	details for more information. The AMS will continue to ensure that BC Campus and OER developers across the province are being well-supported by the provincial government. The AMS, in its <i>Budget 2021</i> Consultation Submission cited the need for OERs as a result of affordability

<p>be widely adopted by institutions. The AMS will also advocate for the limiting of course material cost through legislation.</p>			<p>and COVID-19 derived issues. The submission recommendation, which was accepted by the Standing Committee on Finance and Government Services in a collaborative manner, called for increased funding towards BC Campus. In coordination with BC Campus, we will be ensuring that such funding would go towards the development of assessment, homework, and reading materials to make certain that the cost of learning materials is decreased. Please refer to Recommendation #11 for more details.</p>
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Campus Community

Belonging	Responsible Execs	Progress	Ongoing
<p>Recommendation #33: The AMS will work to ensure that all extracurricular activities are accessible, and it will diversify programming to reduce barriers to participation in order to increase UBC student's sense of belonging on campus. This may include the facilitation of grassroots community building events</p>	<p>President</p>	<p>Ongoing</p>	<p>The AMS continues to manage over 350 different clubs, which offers opportunities for all students to engage in student life. The renovation of the Norm Theatre, which is currently underway, will aim to expand the provision of these opportunities for students. In order to maintain and develop practices of equity, diversity, and inclusion within club operations, the VPAUA portfolio has worked with and is currently working with the Physical Activity Committee on developing an Inclusion Physical Activity Toolkit. Additionally, the AMS Executive Committee is currently working with the Events Department on</p>

			policy development regarding accessibility needs and event safety. In order to streamline these advocacy efforts into the digital context of the 2020-2021 school year, the AMS has worked to launch the AMS CampusBase platform.
Campus Involvement	Responsible Execs	Progress	Details
<p>Recommendation #34: The AMS will attempt to begin measuring the level of diverse attendance of its extracurricular activities and community building events by identifying the populations who attend, and which student groups are at a majority. It will also collect feedback from students about the events they would like to see implemented, in order to account for varied student interests. This data will be utilized to further lower barriers to student participation in AMS events.</p>	<p>President</p>	<p>Ongoing</p>	<p>The AMS will consult with internal and external stakeholders in order to examine ways of development in regard to lowering barriers and increase accessibility to AMS services. The AMS aims to make services more culturally-conscious and accessible to diverse populations within the UBC community. Presidents, VPAUA, and VPAdmin will collaborate to ensure adjustments are made going forward to include introducing demographic data to the Nest Experience Survey, as well as tailored feedback platforms centred on inclusion. The AMS will proceed with three main surveys: The AMS Experience Survey, the Academic Experience Survey, and the Clubs Experience Survey.</p>
<p>Recommendation #35: The AMS will maintain Safewalk services and look into other practices, programs or methods that would bolster safety at night on campus. It will also continue to liaison with Campus Security in order to ensure that student needs in terms of security at night</p>	<p>Student Services Manager</p>		<p>The AMS will continue to set up new feedback surveys with services including Safewalk. The AMS will also continue to revise its data collection methods in order to ensure that we develop insights conducive to long term growth of Safety services. The AMS will work with Campus Security and</p>

<p>are being addressed in an appropriate manner.</p>			<p>Safety and Risk Services to inquire into improved dispatch systems and collaborative efforts towards safety at night.</p>
<p>Recommendation #36: The AMS will continue to liaise with UBC's Equity office and other equity and identity based campus groups, research units or departments that are tackling various forms of discrimination with solutions rooted in educational, programmatic and operational methods. Also to look into providing an online reporting mechanism for instances of discrimination.</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The VPAUA portfolio continues to collaborate with the Equity and Inclusion office and advocates for student centric support in regards to increasing accessibility for need-specific cohorts within the UBC population. The AUA portfolio continues to advocate for race-based data collection within the Registrar's office in order to increase awareness in fund allocation towards UBC students. The AUA portfolio continues to work with the Centre of Accessibility to advocate for increased accessibility in light of an virtual learning environment, where socioeconomic, health, and disabilities inequities have become pronounced in a changed learning space. The AUA portfolio is collaborating with the Ombudsperson's office on a recommendation report to the UBC administration in regards to inclusion and survivor centric student support at UBC Vancouver.</p>
<p>Recommendation #37: The AMS will continue developing its Equity Plan, which comprises a strategy on how to improve inner AMS systems, structure, and governance to better include the voices of students from marginalized communities, and students who face barriers to participation on</p>	<p>All executives</p>	<p>Ongoing</p>	<p>The AMS has chosen "The Commons Consulting" as an external consultant on the Equity Plan to ensure continuity, longevity, and expertise on the plan, and has initiated the Equity Plan steering committee.</p>

campus.			
<p>Recommendation #38: The AMS will consult on UBC's Inclusion Action Plan, and advocate for a long-term plan for advocating for equity within UBC. This will include student consultation, and discussions with campus groups who work with populations who face discrimination.</p>	<p>VP External, VP Academic and University Affairs</p>	<p>Completed</p>	<p>The AMS will perform an initial benchmarking and research of UBC as well as other U15 schools and student union equity and inclusion action plans. The AMS included active student consultation on the Inclusion Action Plan, and has provided a submission to the Board of Governors in support of the plan and implementation needs. The Inclusion Action Plan has since been published and completed. The AMS will continue to commit to ongoing student consultation with equity-seeking groups. The AUA portfolio is committed to holding UBC administrative offices accountable through active consultation and follow-up.</p>
<p>Recommendation #39: The AMS will work to improve its data-based understanding of the discrimination faced by students on campus via pin-pointing types of discrimination experience through discrete question sets in future surveys.</p>	<p>VP Academic and University Affairs</p>		<p>The AMS will continue to explore various data collection techniques in order to gather information regarding experiences of discrimination that are reflective of students' lived realities on UBC campus.</p>

Sexual Assault and Other Misconduct

Sexual Assault and Other Misconduct	Responsible Executive	Progress	Details
<p>Recommendation #40: The AMS will continue to provide resources about how to respond to sexual misconduct and increased awareness</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS, SASC, and SVPRO altogether collaborated on the 2019 iteration of the "We Believe You" campaign. This resulted in both SASC and</p>

<p>campaigns and messaging on the subject (via co-ordination of the We Believe You campaign, participation in Sexual Assault Awareness Month, and more).</p>			<p>SVPRO logos appearing on the materials for the first time. The increase in Sexual Assault Support Services fee has contributed a significant amount of funding towards the operating costs of SASC. The President's Portfolio will work with SASC in order to explore additional support services within the centre. The AMS has worked to adapt to the evolving nature of sexual violence prevention on campus as more groups begin to develop their own sexual violence policies.</p>
<p>Recommendation #41: The AMS will look into the expansion of its educational programming on campus to further inform constituencies, clubs, student leaders and other parties about survivor support services, education about anti-sexualized violence procedures and more. This may involve anti-sexual violence training and education for AMS subsidiaries, education on what inappropriate behavior consists of, and the clear identification of safe institutions to report instances of misconduct to on campus.</p>	<p>VP Administration</p>	<p>Ongoing</p>	<p>The AMS has hired the Ombudsperson and the Deputy Ombudsperson, ensured training in procedural fairness and trauma-informed approaches for all employees involved, connected with campus partners, developed an engagement/feedback platform, and ensured that all stakeholders are aware of the new procedures. The AUA office is collaborating with support from the Ombudspersons office to construct anti-sexual violence training and education into the UBC hiring framework. As the school year is now online, the AMS will look into offering online modules around sexual violence prevention, survivor support, and for clubs through Canvas or CampusBase and providing this training in spring orientations.</p>
<p>Recommendation #42: As evidenced by this data and the passing of the SASC</p>	<p>Senior Student Services Manager, President, VP</p>	<p>Completed</p>	<p>The AMS has been in constant communication and collaboration with the SASC</p>

<p>referendum, the SASC holds a central place in UBC's community as a support service. The AMS will support the SASC in all of its programming, and ensure that it remains an accessible place for students to seek support.</p>	<p>Academic and University Affairs</p>		<p>Manager in order to advocate for necessary policy changes to support survivors and maintain a survivor centric approach in office advocacy efforts. The AMS has made significant investments in the expansion of the SASC office, and look forward to the service continuing to prosper and bring support to individuals seeking their services. The AMS has hired an Assistant Manager for the SASC. The AMS has also supported SASC in its submissions to the Board of Governors.</p>
<p>Recommendation #43: The AMS will continue to support building relationships between SASC and SVPRO to ensure a cohesive landscape for sexual violence resources on campus.</p>	<p>VP Academic and University Affairs</p>	<p>Ongoing</p>	<p>The AMS has been working to advocate for a shared implementation committee and to support regular meetings between the SASC and SVPRO.</p>
<p>Recommendation #44: The AMS will advocate for the improvement of provincial legislation (which mandates universities to have stand-alone sexual misconduct policies. It will also advocate for other institutions who have less resources to have access to funding for the creation for anti-sexual violence programs.</p>	<p>VP External</p>	<p>Ongoing</p>	<p>The AMS has been working with the provincial government of BC on multiple fronts in order to establish integrity and success in the work they are undertaking to address campus sexualized violence in various working groups. The AMS is currently working with senior staff to develop a parallel process for student advocates to advise on sexual violence policy reviews provincially. In combination with the aforementioned development of a parallel policy review, the AMS will also be completing its sexual violence discrepancies project which outlines the lack of minimum standards that the <i>Sexual Violence and</i></p>

			<i>Misconduct Policy Act</i> establishes. This project will be used as a lobbying tool in collaboration with student unions and organizations across the province.
Recommendation #45: The AMS will participate in working groups on campus which are working to combat sexualized violence, and will ensure that student needs and perspectives heavily influence policy.	VP Academic and University Affairs	Ongoing	The AMS Executive Committee established the Sexual Violence and Respectful Policies Implementation Working Group, which is responsible for ensuring successful implementation of Policy I-17 and Policy I-18, as well as effective recommendations outlined in the SVPREP Report.
Recommendation #46: The AMS will collect appropriate data from the student population to help inform antisexualized violence work long term.	VP Academic and University Affairs	Ongoing	The AMS has conducted robust consultation with the wider community and therefore developed engagement with stakeholders in order to approve and implement the AMS Sexual Violence Policy (I-17) and the AMS Respectful Community and Workplace Policy (I-18).
Recommendation #47: The AMS will work with UBC and the provincial government to ensure that this data is applied to university and province wide policies on sexual violence.	VP External	Ongoing	The AMS is working with other student unions to lobby the provincial government to make amendments to the Sexual Violence and Misconduct Policy Act to include minimum standards. This is being done through developing Sexual Violence Prevention internal structuring models, the commissioning of a BC PSI discrepancy research project, and relaying the above-mentioned information to MLAs and employees at the responsible ministry: the Ministry of Advanced Education, Skills and Training

Mental Health and Well-Being

Students with Disabilities	Responsible Executive	Progress	Details
Recommendation #48: The AMS will commit to ensuring that all AMS-led programming holistically accommodates for students with disabilities	VP Administration, VP Academic and University Affairs, Student Services Manager	Ongoing	The AMS will look into creating an accessibility programming guideline. The AMS is currently looking into the feasibility of a sensory room in the AMS Nest.
Recommendation #49: The AMS will advocate for all UBC programming to take accessibility considerations into serious effect	VP Academic and University Affairs	Ongoing	The AMS has worked with the Physical Activity Committee on developing an Inclusion Physical Activity Toolkit and will continue advocating to different units at UBC to take accessibility into consideration..
Mental Health	Responsible Executive	Progress	Details
Recommendation #50: The AMS will work with and increase communication about the services provided by the Center for Accessibility for all students, including the ability to report and combat instances of ableist discrimination.	VP Academic and University Affairs	Ongoing	The AMS has been working with the Centre for Accessibility on increasing communications, including new online intake platforms for students to become registered with the CfA.
Recommendation #51: The AMS will work closely with UBC's student communications department to increase content that will equip incoming students with resources for mental health.	VP Academic and University Affairs	Ongoing	The AMS has presented data to Council regarding the usage of the AMS/GSS Health & Dental Plan in order to help influence future increases to mental healthcare benefits. The AMS has also worked with UBC Wellbeing units to promote student communications regarding mental health.

Recommendation #52: The AMS will advocate for the expansion of UBC Student Health Services and Counselling Services, including the creation of an integrated health centre on campus.	VP Academic and University Affairs	Ongoing	The Board of Governors has approved a Board 1 plan for a new building to house an Integrated Health Centre, in order to create a long-term plan for student health services.
Recommendation #53: The AMS will provide feedback on the implementation of a 24/7 Provincial Mental Health Hotline, ensuring that the service reflects student needs.	VP External	Completed	The provincial government established a mental health support application, Here2Talk, at the beginning of the COVID-19 pandemic and will be working with students to ensure that they are consulted on the accessibility, inclusivity, and efficiency that this application is enacting
Recommendation #54: The AMS will aim to create online resources that would better connect and help map mental health services off-campus for students (within their communities), making mental health support service more accessible.	VP External	Ongoing	The AMS has commenced a research project on accessibility and off-campus mental health resources. The AMS External and AUA office has created a COVID-19 support list that incorporates remote mental health services and is continually updating it. Educational and support resources centred on mental health, empowerment services, and local/provincial connections will be made available permanently on the AMS website in September of 2020 in collaboration with the President's office, AUA office, and Advocacy Committee.

Indigenous Engagement and Survey Design

Recommendation	Responsible Executive	Progress	Details
Recommendation #55: Questions in general should be reviewed yearly in the AES to provide more precise data and to allow needed changes and focus of the survey.	VP of Academic and University Affairs	Ongoing	This recommendation will be instructed in the AES survey construction framework to be developed in time for AES 2021, ensuring each incoming AUA office will implement this into an annual procedure in AES preparation and presentation.

<p>Recommendation #56: The AMS will continue to be as inclusive as possible to all student groups in advocacy and representation, especially for Indigenous students and groups. The AMS will continue to advocate for greater holistic Indigenous engagement and curriculum with the University and will engage with groups on campus on survey design questions.</p>	<p>VP of Academic and University Affairs & the President</p>		<p>The AMS has been working with UCRU in order to develop procedures for consultation and consent for advocacy that directly affects Indigenous students and students from marginalized communities. The AMS Advocacy Committee has conducted a “Knowing Your Rights as an Activist” workshop in the past year and plans to hold the same workshop for the upcoming year. This workshop is intended to inform and educate students on how they can respond to advocacy that is not directly connected to education. The AMS has developed a consultation framework to ensure that respectful and understanding communication procedures are in place.</p>
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Overview of Key Findings

Community, Intention, and Respondent Profile

- 15% of the respondent profile identifies as a member of the LGBTQ2PA+ community on the UBC campus
- One in six UBC undergraduate students are the first in their family to attend post secondary school.
- Graduate students are significantly less likely than undergraduates to live on campus and more likely to live with their parents or with friends or roommates.

Finances, Affordability, and Food Insecurity

- Graduate students are significantly more likely than undergraduates to receive all of the types of financial support tested, with the exception of loans. For both groups, those who have received work opportunities give them the highest satisfaction ratings while less than half of those who have received needs-based scholarships express satisfaction with this type of support.
- Half of undergraduates rely on personal savings or employment and one third relies on loans for financial support
- Graduate students continue to spend significantly less than undergraduates on educational resources and material.
- Nearly all undergraduates have bought a textbook they didn't use and the majority report participating in activities to avoid purchasing textbooks.
- Just under half of undergraduates continue to agree that the cost of housing has caused them to live further away from campus than they would like (30% of respondents strongly agree; 47% of respondents somewhat agree) and just under two in five have considered whether they should attend a university with more affordable or available housing options
- Among those who are able to estimate their debt at graduation, the majority of undergraduate and graduate respondents expect to owe \$25K or more.
- Increased rent has been a significant trend cited in regards to have exacerbated financial concerns among both undergraduate and graduate students

Safety, Discrimination, and Sexual Assault Misconduct

- Seven in ten students agree that they feel safe on campus at night. A smaller majority agree that they feel a sense of belonging on campus, while just over half agree that their wellbeing is being supported at UBC.
- The majority of students have experienced some form of discrimination on campus. 1 in 10 respondents report experiencing discrimination frequently or often.
- Half of undergraduate respondents and 2 in 5 graduate respondents continue to be concerned about the prevalence of sexual assault and other sexual misconduct at UBC.
- Just under 1 in 5 UBC students have ever experienced sexual assault or misconduct during their time as a UBC student. Women are significantly more likely to have had these experiences than men

- There has been significant decline in undergraduates who agree that *UBC has provided me with adequate education about issues surrounding sexual assault and other sexual misconduct.*

Respondent Profiles

The following is a breakdown of our respondent profile comparing the AES 2020 data sample to the Planning and Institutional Research (PAIR) office data on the population of UBC from 2019.

Breakdown by Undergraduate and Graduate Studies

(n = 2,170) out of 48,145 gathered in PAIR data

Margin of error: 2.1

Undergraduate respondents: 1,684

Students	Surveyed (AES)	Actual (PAIR)	Variance
Undergraduate	1,684 (76%)	45,516 (82%)	6%
Graduate	486 (22%)	(6,689 Masters) 10,286 (18%)	-4%
Other	43 (2%)	--	--
Total	2,213 (100%)	55,802 (100%)	--

- According to UBC PAIR data, we included 37,859 Bachelor degree students and 6,689 Masters degree students in calculating the variance with our data collected in the Academic Experience Survey 2020. 1,684 undergraduate students, 486 graduate students, and 43 other students identifying as “other” responded to the survey released in March of 2020.
- While the respondents as a whole is a smaller group than assessed in the past several years, it is important to consider the release of the survey during a challenging, busy time before COVID-19 led to UBC Vancouver to transition to online virtual learning. Therefore, it is clear that the number of respondents is to be expected and is a considerably strong turnout given the circumstances.

Breakdown by Full-Time/Part-Time Studies (Undergraduate)

(n = 1,684)

Students	Surveyed (AES)	Actual (PAIR)	Variance
Full-Time	1,566 (93%)	28,140 (76%)	-17%
Part-Time	118 (7%)	9,091 (24%)	17%
Total	1,684 (100%)	37,231 (100%)	--

- 93% of the undergraduate respondents identified as full time status students. 7% of the respondents identified as part-time undergraduate students.

Breakdown by Faculty (Undergraduate)

(n = 1,630) 45,516

Faculty	Surveyed (AES)	Actual (PAIR)	Variance
Arts	538 (33%)	14,565 (32%)	-1%
Science	359 (22%)	8,648 (19%)	-3%
Engineering/Applied Science	196 (12%)	5,007 (11%)	-1%
Commerce	147 (9%)	5,462 (12%)	3%
Education	65 (4%)	2,731 (6%)	2%
Land & Food Systems (LFS)	65 (4%)	1,821 (4%)	0%
Kinesiology	65 (4%)	--	--
Medicine	33 (2%)	1,365 (3%)	1%
Law	33 (2%)	455 (1%)	-1%
Pharmaceutical Science	33 (2%)	910 (2%)	0%
Forestry	33 (2%)	910 (2%)	0%
Economics	33 (2%)	--	--
Other	16 (1%)	--	--
None	33 (2%)	2,276 (5%)	3%
Total	1,649 (101%) 1,630 (100%)	44,150 (97%) 45,516 (100%)	--

- Just over half of the undergraduate survey participants continue to be from the Faculties of Arts and Science. The proportion of participating Arts students has significantly increased over this past year. 33% of the undergraduate respondents identified as a member of the Faculty of Arts. The proportion of Education students declined to 2018 levels (4%) following a significant increase (6%) in 2019.

Breakdown by Undergraduate Year Level

(n = 1,684)

Year	Surveyed (AES)	Actual (PAIR)	Variance
1	370 (22%)	8,357 (22%)	0%
2	320 (19%)	8,447 (22%)	3%
3	421 (25%)	10,358 (27%)	2%
4	404 (24%)	10,588 (28%)	4%
5+	51 (3%)	109 (0%)	-3%
Other	118 (7%)	--	--
Total	1,684 (100%)	37, 859 (100%)	--

- Half of undergraduate students participating in the survey are in 3rd year or higher, while 2 in 5 respondents are in their first or second year of university at UBC. 22% of the respondents are in their 1st year of university. 19% of the respondents are in their 2nd year of university.
- 75% of the respondent profile identified as being undergraduate students. 22% of the respondent profile identified as being registered as graduate students. 2% of the respondent profile identified as others.
- Please note that graduate students were first included in this data collection specification in 2017 and have been increasing in presence over the past several years. The values collected in the Academic Experience Survey when corroborated with the data collected from UBC PAIR illustrates that the respondent turnout is in alignment with equal representation of our UBC population.

Breakdown by Gender (Undergraduate)

(n = 1,684)

Gender	Surveyed (AES)	Actual (PAIR)	Variance
Woman/Female	909 (54%)	(56%)	2%
Man/Male	707 (42%)	(44%)	2%
Non-Binary/Gender Queer	34 (2%)	--	--
Two-Spirit	<17 (<1%)	--	--
Other	<17 (<1%)	--	--

Total	1,684 (100%)	37,859 (100%)	--
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- 54% of the respondents identified as a woman, while 42% of the respondents identified as a man. From our data collected, these identifications indicate that just over half of UBC students are women.
- Gender identification and representation have not significantly changed over the past few years. 2% of the respondents identified as non-binary/gender queer while less than 1% of the respondents identified as Two-Spirit.

Breakdown by Domestic and International Student

(n = 1,684)

Students	Surveyed (AES)	Actual (PAIR)	Variance
Domestic (Lower Mainland)	994 (59%)	33,301 (73%)	--
Domestic (Outside of Lower Mainland)	354 (21%)		--
International	337 (20%)	12,215 (27%)	7%
Total	1,684 (100%)	45,516 (100%)	--

- Majority of the survey respondents identified as students from the Lower Mainland of British Columbia (59%). 21% of the undergraduate respondents identified as domestic students from outside of BC Lower Mainland. 20% of the undergraduate respondents identified as international students from outside of Canada. These results maintain a stable trajectory over the past several years with exception to 2016 with a decline in international students.

Breakdown by Ethnicity (Undergraduate)

This category had no PAIR data to compare with.

(n = 1,684)

Ethnic Group	Surveyed (AES)
Caucasian, White, and/or European	657 (39%)
Chinese	522 (31%)
South Asian	168 (10%)
Southeast Asian	84 (5%)
Middle Eastern	84 (5%)

Korean	67 (4%)
Hispanic, Latinx, and/or Latin American	67 (4%)
Filipino	67 (4%)
Indigenous, First Nations, Aboriginal, Metis, and/or Inuit	34 (2%)
Black, African Canadian, and/or Caribbean	34 (2%)
Other	34 (2%)
Total	(100%)

- Undergraduate students most commonly identify their ethnic heritage as Caucasian, followed by Chinese.

Breakdown by Age

(n = 1,684)

Undergraduate Students	Surveyed (AES)	Average Age (PAIR)	Variance
<20	488 (29%)	Undergraduate	--
20-25	926 (55%)		--
25-30	152 (9%)	22 years (AES) 22 years (UBC PAIR)	0%
30+	118 (7%)	Graduate	--
Total	1,684 (100%) Average: 22 years old	29.94 years (AES) 30 years (UBC PAIR)	0.06%

- More than 4 out of 5 respondents are under the age of 25.
- The mean age collected for the undergraduate respondent profile on both the Academic Experience Survey in 2020 and UBC PAIR is 22 years of age.
- 84% of all undergraduate respondents for the Academic Experience Survey in 2020 is under the age of 25 years.

Sexual Orientation at UBC

This section had no PAIR data to compare with.

Below is a breakdown of the diverse sexual orientations students chose to identify with among the LGBTQ2SPIA+ community:

Identified sexual orientation	Percentage of respondents
Heterosexual/Straight	76%
Bisexual	9%
Gay	2%
Queer	2%
Pansexual	1%
Lesbian	1%
Asexual	1%
Two-spirit	<1%
Other	<1%
Not sure/Questioning	3%
Prefer not to answer	4%

- While heterosexual identification has continued to project a downward trend since 2016, identification with the LGBTQ2SPIA+ community has gradually increased over the last few years.
- Overall, 15% of the respondent profile identified as members of the LGBTQ2SPIA+ community on the UBC campus.

First-Generation Students

*This section had no PAIR data to compare with.
(n = 1,684)*

Identified respondent profile	First in their family to attend post-secondary school	Not the first in their family to attend post-secondary school
<i>Undergraduate</i>	17%	83%
<i>Graduate</i>	22%	78%
<i>Domestic</i>	17%	83%
<i>International</i>	12%	88%

<20 years old	13%	87%
20 to <25 years old	14%	86%
25+ years old	26%	74%

- This significant variance (ranging from 48% to 66%) between students who are the first post-secondary students in the family and those who are not indicates that there needs to be more investigation into the needs of first generation university students.

Students With Disabilities

Disability	Surveyed
Mental Illness	19%
Sight-Related Disability	4%
Developmental Disability	2%
Hearing Disability	1%
Mobility Disability	1%
Speech Disability	<1%
Other Disability	4%
No Disability	74%
Total	26%

- One quarter of undergraduates report having one or more disabilities, which is a significant increase over the past year from 22% to 22%.
- Mental illness is the most common disability reported to the Centre for Accessibility by students seeking support.
- Refer to Mental Health and Wellbeing for more analysis related to access to disability-related support and the Centre for Accessibility.

Academic Trends

Student Academic and University Experience

The majority of undergraduate students (70%) participating in the survey stated that they are satisfied with their overall UBC experience, only half agree that they are receiving good value for their tuition fees. 54% of undergraduates disagreed that the university cares about what students think about the cost of education. Overall satisfaction with UBC experience has remained stable for the past few years.

Graduate students are significantly more likely than undergraduates to agree with all three of these statements. 76% of graduate students stated that they are satisfied with their university experience, while 59% agreed that they were receiving good value for their tuition fees

Respondents were more than twice as likely to disagree than agree with the statement, “the University cares more about what students think about the cost of education”.

Among graduate students, the significant improvements have continued from 2019 to 2020 in the *overall satisfaction with university experience and perceptions of good value for tuition fees*.

Due to the COVID-19 pandemic and transition to online learning for the 2020-2021 Winter Term 2, it is important to note that student’s value for education will vary across multiple cohorts due to accessibility of technology, campus experience, comfort with online learning, and retention due to course schedule changes.

Recommendation #1: The AMS will continue to investigate what “good value for tuition” means to students through evaluation programs, and strategically plan on ways to demonstrate value for tuition to students. The AMS will work with the UBC administration through an improved tuition allocation model and participatory budgeting model, as well as the development of an affordability model. (Responsible Executive: VP Academic and University Affairs, VP Finance)

Undergraduate Enrolment and Time to Complete Degree

Four out of five undergraduates are enrolled in a four year degree program, but 58% of students continue to expect to spend more than 4 years to complete their degree. 7% of respondents shared it would take them 5.5 years to complete their undergraduate degree, a significant increase from the last several years.

44% of respondents share that other experiences have caused the individual to extend their degree. 33% of respondents share that they reduced their course load for personal reasons. 12% of the respondents share that they reduced their course load for financial reasons. 12% of respondents share that they reduced their course load due to commuting. Together, 2 in 5 individuals have taken a reduced course load, whether for personal or financial reasons, or due to their commute. 30% of the respondents share that they are not in a hurry to complete their undergraduate degree. 21% of the respondents share that they are taking/will take additional courses. 19% of the respondents share that they switched degrees or programs. 17% share that they are unable to take the required courses when needed to. 10% of the respondents share that

they took/plan to take a break, a decrease over the past year. 14% of the respondents share that they have other reasons for not completing in 4 years.

The majority of this group continue to expect to spend over four years completing their program (58% of undergraduate respondents). 42% of undergraduate respondents report reducing their course load as one of the core reasons for extending their program. Participation in other experiences continues to be the most common reason for not completing a four-year degree within a four year time period. Two in five undergraduate respondents report having taken a reduced course load, whether for personal or financial reasons, or due to commute. Please see the section Transit for more information on commuting.

It is essential to consider the COVID-19 pandemic may have affected degree timelines, particularly around job opportunities, value of education, financial hardship, mental health, or COVID-19-specific concerns.

Education and Preparation for Post-Graduation

63% of undergraduate students and 71% of graduate students agreed with the statement that they have been able to achieve their academic goals and standards they set for themselves at UBC. 60% of undergraduate students and 73% of graduate students stated that they felt like they had adequate information when choosing their major and degree. Graduate students were more likely to agree with these statements than undergraduate students.

59% of undergraduate students and 46% of graduate students agree with the statement “I feel that not buying the assigned textbook would impede on my academics.” This is notably lower among graduate students. This indicates that more information is needed around graduate student course materials. Refer to Student Finances and Affordability - Course Material Affordability for more recommendations about textbooks.

Just under half of undergrads plan to attend graduate school (46%) while 17% of graduate students intend to continue with graduate school. 24% of undergraduate and 9% of graduates intend to pursue an internship/co-op/apprenticeship. 17% of undergraduate students and 11% of graduate students intend to pursue a professional program. 3% of undergraduate students reported other and 8% of undergraduates responded don't know.

Career Support

70% of undergraduates know what career they are interested in after graduation. Job seeking continues to be the most common post-graduation plan, at 63% of undergraduates and 73% graduate students. This is significantly higher in graduate students. With the statement “I expect to feel prepared to enter the workforce upon graduation”, 58% of undergraduate respondents shared that they agree with this statement (17% strongly agree), while 77% of graduate respondents agree with this statement (32% strongly agree).

Usefulness, Awareness, and Use of Career Support Services was not assessed in 2019. The data for this section also utilized a small base size, so please interpret with caution. Although undergraduates are most likely to be *aware* of the in-person advising (78%) and the resume and

cover letter workshops (78%), undergraduates are most likely to have *used* CareersOnline (39%). Graduate students are less likely than undergraduate students to be aware of almost all of the career support services tested, but are more likely to *have used* the LinkedIn Workshops and Multidisciplinary Undergraduate Research Conference.

Undergraduates found Resume and CV workshops (78%), CareersOnline (76%), and In-person Advising (72%) the most useful. 73% of graduate student respondents report resume and cover letter workshops to be very useful, a significantly lower value than undergraduate respondents. Usefulness of LinkedIn workshops has increased significantly since 2018; 63% of undergraduate respondents and 75% of graduate respondents report the service as useful (a 13% increase and 8% increase respectively). Overall, in these past two years both undergraduates and graduate students have shown significant increases in awareness of career support services tested. Over the past two years, there has been a significant increase in undergraduate and graduate student use of in-person Advising. Graduate use of the Multidisciplinary Undergraduate Research Conference and the CSIC website has significantly increased over this period.

Recommendation #2: The AMS will look into ways it can work with UBC cooperative education units to bolster the available work integrated learning resources and opportunities, along with continuing to build awareness of post-graduate job seeking resources and professional development resources on campus. (Responsible Executive: VP Academic and University Affairs)

Recommendation #3: The AMS will inquire into the availability of information and department funding structure in order to support undergraduate students choosing their desired major, and collaborate with undergraduate societies. (Responsible Executive: VP Academic and University Affairs)

Recommendation #4: The AMS will collaborate with GSS in advocating for expanded work-integrated learning for graduate students and awareness of these resources at a provincial and federal level. (Responsible Executive: VP External, VP Academic and University Affairs)

Recommendation #5: The AMS will work with the CSIC to explore increased Work-Learn opportunities that are remotely available, as well as within AMS. (Responsible Executive: VP Academic and University Affairs, Student Services Manager)

Student Finances

Financial Support and Sources

Undergraduate sources of financial support have remained stable over the past two years, with three quarters receiving support from their family (76% of respondents). Half of undergraduates rely on personal savings or employment and one third relies on loans (51% of respondents and 35% of respondents).

Graduate students most commonly rely on scholarships, bursaries, or awards (69%), employment (47% of respondents in a part time job, 18% of respondents in a full-time job), and personal savings (61% of respondents). 68% of graduate respondents share that funding came from

employment or work opportunities. There has been a significant increase in reliance on personal savings over this past year (61% of respondents). Additionally, there has been an increasing trend of graduate respondents relying on financial support through their studies by a full-time job.

Undergraduates continue to most commonly receive financial awards from an organization not associated with UBC (58%), followed closely by direct financial awards from the University (52%). Graduate students are significantly more likely than undergraduates to receive awards from an organization from the University (81% of respondents) or an organization associated with the University (25%). The value of financial awards coming directly from UBC for graduate students has been increasing over these past several years and are significantly higher than Undergraduate students.

Graduate students are significantly more likely than undergraduates to receive all of the types of financial support tested, with the exception of loans. Within the question presented, the survey asked respondents about their satisfaction with the types of student support currently receiving. For both groups, those who receive financial support through work opportunities give them the highest satisfaction ratings. 55% of undergraduate responses have received this support, 64% respondents report being somewhat satisfied. 68% of graduate respondents have received this support, and 69% of those respondents report being somewhat satisfied with work opportunities.

20% of undergraduates and graduate respondents report the services offered by Enrollment Services Advisors have helped them significantly. The value received on helpfulness of this service has remained unchanged since 2019, maintaining a plateaued trajectory. Compared to undergraduate students, graduate students are 15% less aware of Enrolment Services Advisors. This indicates that more promotion and awareness is needed of this service among the graduate community.

Less than half of those who have received needs-based scholarships express satisfaction with this type of support. 29% of undergraduate respondents report receiving needs based scholarships, of these respondents, only 41% of respondents share somewhat satisfaction with the support. 36% of graduate respondents report receiving needs-based scholarships, and of these respondents, 39% of respondents share somewhat satisfaction with the support.

Recommendation #6: The AMS will investigate more equitable mechanisms of dispersing financial aid, whether through AMS' subsidies or through working with enrolment services advising. This includes more thorough case-by-case reviews of financial assistance applications which account for a variety of factors such as familial/individual income, necessary health expenses, and educational expenses. A thorough screening process as such might provide more accurate and sufficient funding to students, and possibly prevent giving deficient (or excess) funds to students in need. (Responsible Executive: VP Finance, VP Academic and University Affairs)

Recommendation #7: The AMS will improve its communication efforts regarding financial support available to students, particularly by offering financial guide resources in light of COVID-19 redesigning the AMS website to be more clear about what financial services are offered and events. (Responsible Executive: President, VP Finance)

Recommendation #8: The AMS will advocate for the federal funding of graduate student grants. (Responsible Executive: VP External)

Recommendation #9: The AMS will continue to advocate for increased bursaries, awards, and financial aid packages available to graduate students and increased student financial aid from UBC for yearly funding. (Responsible Executive: VP Academic and University Affairs)

Recommendation #10: The AMS will pursue advocacy related to the implementation of equity based grants through creation of policy papers to encourage the provincial government to study and invest in equity based grants. (Responsible Executive: VP External)

Recommendation #11: The AMS will inquire into hosting virtual financial literacy workshops for the virtual student-engagement environment. (Responsible Executive: VP Finance)

Recommendation #12: The AMS will advocate for international students to have an easier and more standardized visa process in order to avoid unnecessary confusion and stress to do with visa restrictions. (Responsible Executive: VP External)

Debt

One quarter of undergraduates don't expect to have any debt at graduation (26%), while two in five individuals are able to estimate their financial debt (39%) and over one-third "do not know" (35%). Undergraduates expected debt at graduation has largely remained stable over the past six years. There is an estimated average of just over 50,000K and a median amount of 30,000K. Undergraduates estimated an average of \$47,945 dollars of debt while graduate respondents estimated an average of \$34,470 debt. The median amount of debt calculated by graduate respondents totaled \$330,000, eleven times larger than the median amount calculated for undergraduates. 63% of undergraduate respondents and 54% of graduate respondents are expected to owe \$25,000 or more, including 1 in 10 respondents who expect to owe 100K or more (10% of all respondents).

Recommendation #13: The AMS will endeavour to work with other student unions to pursue the elimination of interest loans. (Relevant Executive: VP External)

Housing and Food Affordability

Just over one-third of undergraduate respondents live on campus (31%). Those who live off campus most commonly live on their own (30%), followed by living with their parents (18%). Just under half of undergraduates continue to agree that the cost of housing has caused them to live further away from campus than they would like (30% of respondents strongly agree; 47% of respondents somewhat agree) and just under two in five have considered whether they should attend a university with more affordable or available housing options (18% of respondents strongly agree; 37% of respondents somewhat agree). Graduate students continue to be significantly more likely to agree with both sentiments (57% of respondents agree with the first statement, 47% of respondents agree with the second statement).

Lack of affordable housing continues to stand out as the most common contributor to undergraduates lacking an adequate nighttime residence while a student at UBC. The proportion citing increased rent has quadrupled over this past year (From 2% to 9%).

More than two in five students (undergraduate & graduate) have been concerned about their ability to feed themselves in the past year, including one in five who experience this challenge at least monthly. 19% of both undergraduate and graduate respondents respectively report having monthly concerns about running out of food. 42% of undergraduate respondents have ever had concerns about running out of food, while 44% of graduate respondents have ever had concerns about running out of food. These values have steadily been increasing over the past three years.

Among graduate students who have experienced concern about enough money for food, the most common reason is high housing costs, followed by tuition costs. Graduate students are significantly less likely than undergraduates to live on campus and more likely to live with their parents or with friends or roommates. Graduate students are significantly more likely than undergraduates to rank high housing costs and lack of sufficient financial aid among their reasons. Unanticipated expenses, changes in personal and parental financial circumstances and not having enough financial aid is consistently ranked in order below high housing costs and high tuition costs.

Considering the unstable state of the economy caused by the pandemic, the financial burdens of undergraduate and graduate students are expected to become exacerbated. Since graduate students are disproportionately affected in terms of overall finances, the inequality gap in financial demand and support between undergraduate and graduate students is expected to increase.

Recommendation #14: The AMS will collaborate with the Food Security Initiative to develop a long-term food security plan for students, as well as communicate with UBC Administration in order to advocate for a student discount program at accessible grocery store(s) in BC, central to where students live. (Responsible Executive: VP Academic and University Affairs, VP External, Student Services Manager)

Recommendation #15: The AMS will continue to advocate for more needs-based student housing supplement grants, as well as an increase in availability of needs-based student housing. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #16: The AMS will inquire into the feasibility of off-campus, affordable, co-operative housing. (Responsible Executive: Student Services Manager, VP External, VP Academic and University Affairs)

Recommendation #17: The AMS will advocate for affordable on-campus housing through projects such as lobbying to increase the density of the Stadium Road Neighbourhood development. (Responsible Executive: VP Academic and University Affairs)

Recommendation #18: The AMS will advocate for funding for students and post-secondary institutions to be a policy concern during upcoming elections, highlighting student issues as part of the Get Out the Vote Campaign (Responsible Executive: VP External)

Recommendation #19: The AMS will advocate for housing affordability and student housing quality via work through the provincial student housing working group, and other existing housing affordability efforts. (Responsible Executive: VP External)

Course Materials

The estimated spending on textbooks and other course materials has remained relatively stable over the past two years. One-third of undergraduate respondents estimate that they spent 600\$ or more (33% of respondents), including one in five who spent 1,000 or more (19%). 19% of undergraduate respondents and 14% of graduate respondents shared that they have spent \$1000 or more on textbooks and other course materials. The average amount spent was 884\$ with a median of 415\$. 20% of undergraduate respondents report spending less than 200\$ on textbooks and other course materials while 50% of graduate respondents report spending less than 200\$ on textbooks and other course materials. Graduate students continue to spend significantly less than undergraduates.

Nearly all undergraduates have bought a textbook they barely use (90%) and the majority report participating in activities to avoid purchasing textbooks, which is a significant amount more than last year (52%). Graduate students are significantly less likely to report using alternative approaches to purchasing textbooks, though 63% of graduate respondents report using an OER in lieu of a textbook. 55% of undergraduate respondents have shared they have frequently/often used open educational resources in lieu of textbooks, while 63% of graduate respondents share that they frequently/often use OERs in replacement of textbooks. This value is a significantly higher value than calculated for undergraduate students.

In responding to the statement: *I use an outdated version of a textbook or other course resource to avoid paying for a more recent edition*, 41% of undergraduate respondents share that they frequently or often used an outdated version of a textbook. Meanwhile, 29% of graduate respondents share that they frequently or often use an outdated version of a textbook. From the data collected, it is clear that there has been a significant decline in undergraduates going without textbooks or other resources in the past year. 29% of undergraduate respondents and 24% of graduate respondents share that they frequently or often went without a textbook or other course materials due to cost inhibition. 36% of undergraduate respondents and 25% of graduate respondents share that they frequently or often access a textbook or other course material illegally from sources other than the UBC bookstore. Reasons reported by respondents include that the materials didn't seem useful or out of concern of the cost.

Recommendations #20: The AMS will continue to work with the CTLT to advocate for the use and increased availability of Open Education Resources (OERs) in order to alleviate financial burdens relating to textbook costs, including OER as part of federal and provincial institutions. The AMS will look into working with the Faculty Association to build relationships to promote usage of open educational resources. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #21: The AMS will inquire into the creation of provincial policy regarding limitations on the costs of digital learning materials used for assessment. This will include identification that assessment is part of tuition, and that Open Educational Resources and Open

Assessment practices should be widely adopted by institutions. (Responsible Executive: VP External)

Financial Literacy and Hardship

The majority (58%) of undergraduate respondents agree that they can *manage their finances overall*. Undergraduate respondents maintained a significant decline for the same measure from 2019 into 2020. 47% of undergraduate students experience financial hardship related to the cost of housing, and 45% experience financial hardship related to tuition and other expenses. 34% of undergraduate respondents agree with the statement *I worry about how to pay for textbooks and class materials*.

Graduate students are significantly more likely to experience housing (67%) and tuition financial hardships (52%) but are less likely to worry about how to pay for textbooks and class materials (23% of graduate student respondents). In the past year, there has been a significant decline in the proportion of graduate students who agree that overall they can manage their finances from 2019 (70%) to 2020 (62%).

27% of undergraduate students and 30% of graduate students state that if they had an unexpected financial emergency, I would know how to access emergency funding. Agreement with other statements in relation to financial security have remained stable over the past year.

21% of graduate students and 20% of undergraduate students said that they may not be able to come back to UBC due to financial reasons. This implies that more research needs to be done around attrition rates and reasons students may leave UBC.

Overall, the data has revealed that there is a significantly increasing need for financial literacy support for both undergraduate and graduate students who have been disproportionately affected. The uncertainty surrounding how to manage expenses might stem from a lack of knowledge regarding available financial resources or hardship in determining financial priorities.

Recommendation #22: The AMS will advocate for a financial support fund specifically for international students who are disproportionately experiencing economic hardship based on the state of the global economy. (Responsible Executive: VP Academic and University Affairs)

Recommendation #23: The AMS will continue to explore the ways in which international students experience tuition affordability (while giving consideration to fluctuating global macroeconomic factors), as well as advocacy for affordable international student tuition costs. (Responsible Executive: VP Academic and University Affairs, VP External)

Campus Community

Campus Involvements

A significant portion of the UBC student population actively participates in several aspects of student life and opportunities available on and off campus. 54% of all respondents shared they

participate in clubs. 36% of all respondents share that they volunteer. 33% of all respondents share that they participate in recreation/sports. 32% of all respondents share that they work either part time or full time. 25% of all respondents share that they participate in UBC student development. 17% of respondents participate in Co-op and the same number participate in their respective undergraduate society. 13% of undergraduate respondents shared that they participate in research. 17% of respondents shared that they participate in no extracurricular activities.

Graduate students are significantly more likely than undergraduates to participate in activities related to work and research but less likely to participate in other types of activities. The vast majority of students are involved in some way on campus, and more than half are involved in clubs. Due to the COVID-19 pandemic and extracurricular activities transitioning to an online and virtual environment, accessibility and engagement with campus involvements may yield a variance in results in future surveys.

Recommendation #24: During the COVID-19 pandemic, the AMS will continue to investigate virtual forms of social engagement across various UBC programming, as well as supporting clubs and constituencies in proactive outreach. (Responsible Executive: All Executives)

Belonging

Among those who participate in on campus activities, a strong majority agree that their participation helps them to make and strengthen relationships. 88% of undergraduate respondents also agree that participating in on-campus activities increase a sense of belonging on campus. Approximately 77% of all respondents also agree that participation in on-campus activities helps relieve stress (76% of undergraduate respondents and 78% of graduate respondents). There has been a significant increase in the proportion of respondents who agree that activity engagement helps to increase their sense of belonging (increased by 3% from 2019 AES).

The statements assessing student sense of belonging include the following: *I feel safe on campus at night*, *I feel a sense of belonging on campus*, and *I feel like my wellbeing is supported at UBC*. Just over half of all respondents agree with the statement *I feel like my wellbeing is supported at UBC*. Younger students and heterosexual students are also more likely to feel that their wellbeing is supported by UBC (59% and 57% respectively). International students are significantly more likely than domestic students to agree with all three statements (84% of respondents, 66% of respondents, and 59% of respondents).

A smaller majority of respondents agree with the statement *I feel a sense of belonging on campus*. 59% of undergraduate respondents somewhat agree with this statement and 57% of graduate respondents agree with this statement. The data collected illustrates that younger students are more likely to feel a sense of belonging on campus (65% of respondents identifying as less than 20 years old).

Recommendation #25: The AMS will investigate the needs of mature students, particularly for older students with childcare responsibilities, to increase the sense of belonging for older students. (Responsible Executive: All Executives.)

Campus Safety

Students are continuing to find UBC's campus safer. Seven in ten students agree that they *feel safe on campus*. However, some populations are much more likely to feel safe than others.

Men continue to be significantly more likely to feel safe on campus at night (85% of respondents) than women (62%) or non-binary people (71%). The percentage of men who feel safe on campus at night has remained steady. Younger students also feel safer than mature students at night. 76% of students less than 20 years of age feel safe at night, 72% of students from 20 to 25 feel safe at night, and 65% of students more than 25 years of age feel safe at night. International students are statistically significantly more likely to feel safe on campus at night (84% of respondents) than domestic students.

Recommendation #26: The AMS will collaborate with Campus Security to improve the delivery and operations of AMS Safewalk, to ensure the safety of students walking at night. (Relevant Executive: Student Services Manager, VP Academic)

Discrimination

The majority of students have experienced some form of discrimination on campus; 1 in 10 who report experiencing discrimination frequently or often. Graduate students are significantly more likely to report experiencing more frequent discrimination, particularly related to ethnicity. Discrimination due to ethnicity is most common, followed by gender. More than one-fourth of respondents report experiencing age discrimination. 15% of graduate respondents share that they experience discrimination frequently or often while 60% of graduate respondents share that they have experienced discrimination at some point during their time at UBC.

The majority of those who identify as non-binary or two spirit report experiencing gender discrimination on campus, including one in 5 who experience it frequently or often. Women are twice as likely as men to report gender discrimination. One-third of LGBTQ+ respondents report experiencing discrimination related to their sexual orientation 39% of respondents agree with experiencing discrimination often or ever. Those aged 25+ are most likely to report age discrimination. International students and those with ethnicities other than Caucasian are significantly more likely to report experiencing racial discrimination. South Asian respondents shared that 63% of respondents of that ethnic group experience discrimination based on their ethnicity often/frequently or have experienced it during their time at UBC.

Overall, a fraction of students who belong to minority groups (predominantly, on the basis of ethnicity, gender, and age) continue to suffer from covert or overt discrimination on campus. Women, non-binary students, LGBTQ+ students, South Asians, and those over the age of 25 are the dominant victims of such discrimination.

Recommendation #27: The AMS will advocate to the University on increased training implemented in UBC's staff training and development, as well as an improved hiring framework that will provide incoming instructors with a holistic, informative assessment on bias, inclusion, and culturally catered training and support services. Hiring committees should also go through

onboarding training to ensure bias discrimination training is implemented throughout the search process. (Responsible Executive: VP Academic and University Affairs)

Recommendation #28: The AMS will continue developing its Equity Plan, comprising a strategy on how to improve inner AMS systems, structure, governance, and advocacy frameworks to better include the voices of students from marginalized communities, and students who face barriers to participation on campus. (Responsible Executives: All Executives, President.)

Recommendation #29: The AMS will endeavour to support the implementation of the Inclusion Action Plan and advocate for a long-term equity plan for UBC, including the UBC President's commitments to address systemic racism. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #30: The AMS will continue building relationships with Equity and Inclusion and other equity-seeking campus groups on various issues surrounding systemic discrimination, including supporting the implementation of gender-neutral bathrooms on campus and a shared campaign on gender diversity. (Responsible Executive: All Executive.)

Recommendation #31: The AMS will work to improve its data-based understanding of the discrimination and mistreatment (i.e. in which areas, like classrooms, clubs, extracurriculars, counselling services, etc.) faced by students via pin-pointing discrimination in future surveys through tailored question sets in future surveys. This could include additional survey questions about how comfortable students may feel responding to instances of discrimination. (Responsible Executive: All Executive.)

Recommendation #32: In order to address mistreatment and discrimination, the AMS will continue to raise awareness of resources such as the Ombudsperson and Human Rights Advisors through targeted campaigns and potentially establish an MOU. (Responsible Executive: VP Finance, VP Academic and University Affairs)

Mental Health and Wellbeing

Students with Disabilities

See Respondent Profiles for the breakdown of students with disabilities. One quarter of undergraduates report having one or more disabilities, which is a significant increase over the past year (In 2019, 22% of students identified as having a disability). 74% of the respondents report having no disability, a significant decrease from the past year. Mental illness stands out as the most common disability. One-third of those with disabilities have registered with the Centre for Accessibility. Among those who haven't registered, there has been a significant increase in not registering because they perceive it "as too inconvenient", having increased from 16% in 2019 to 26% in 2020.

After significant declines last year (83%), undergraduate awareness of the Centre for Accessibility returned to 2018 levels (88%). Graduate student awareness also increased from 70% to 79%. One-third of those with disabilities are registered with the Centre of Accessibility (33%). 65% of

respondents who identified as having one or more disabilities reported that they have not registered with the Centre for Accessibility.

Centre for Accessibility has had a noticeable directional increase in undergraduates and graduates reporting the services supplied as “helpful”. 69% of undergraduate respondents report the Centre for Accessibility as helpful. 64% of graduate respondents report that the Centre for Accessibility has been somewhat helpful. The data collected corresponds with the trending increase in helpfulness of the Centre for Accessibility services into 2020, from 65% of undergraduates and 60% for graduates in 2019.

Recommendation #33: The AMS will work to expand inclusive outreach programs and event-planning guidelines specifically geared towards students with disabilities, in order to keep them informed of the resources and services available at the Centre for Accessibility and within social spaces like clubs and AMS Events. (Responsible Executive: President, VP Administration, VP Academic and University Affairs)

Recommendation #34: The AMS will work to consult with the student disability community in order to create and build more accessible spaces both within the Nest and on UBC in general. (Responsible Executive: VP Administration, VP Academic and University Affairs)

Mental Health and Wellbeing

With mental illness being the most reported disability that students face, further questions were asked about how aware students were of UBC Mental Health and Wellbeing services and programs, including Enrolment Services, UBC Student Health Services, Residence Advisors, Jumpstart Leaders, Centre for Accessibility, Nurses on Campus, the AMS SASC, the First Nations House of Learning, Empower Me, UBC Counselling Services, UBC SVPRO, AMS Speakeasy, and AMS Vice.

Undergraduates are the most likely to have used the services of Enrolment Services Advisors (55%) followed by UBC Student Health Services (40%) and Residence Advisors (41%). Graduate students are most likely to have used Student Health Services (54%), Enrolment Services Advisors (38%), and UBC Counselling Services (29%). Graduate students were significantly less likely than undergraduates to be aware of most services assessed but are more likely to have used UBC Student Health Services. Some areas for promotion to graduates may be Enrolment Services Advisors, Residence Advisors, Centre for Accessibility, AMS SASC, AMS Peer Support, and Nurses on Campus. Enrollment Services Advisors, UBC Student Health Services, the Centre for Accessibility and Jumpstart Leaders receive the highest ratings for being “helpful”. Graduate students are significantly more likely than undergraduates to consider UBC Student Health Services to be helpful. Close to half of undergraduates who have used the services tested rate the services or programs as helpful. Graduate students are significantly more likely than undergraduate students to consider Nurses on Campus, EmpowerMe, and UBC Counselling Services as “helpful”.

AMS Speakeasy and AMS Vice joined together to formally develop AMS Peer Support after the survey distribution. As they were separate prior to the development of the survey, they will be assessed separately. Awareness of both AMS Speakeasy and AMS Vice (now AMS Peer Support)

have increased among graduate students over this past year (8% and 9% respectively). Undergraduate ratings for AMS Speakeasy and AMS Vice have shown small but directional improvements over the past three years. Awareness, use, and helpfulness of both AMS Speakeasy and AMS Vice have increased among graduate students over this past year. AMS Vice returned to 2018 levels of assessed “helpfulness” of service within graduate respondents (49%), while undergraduate respondents are increasingly rating both AMS Vice and AMS Speakeasy as more helpful in these past three years.

85% of graduate respondents report UBC Student Health Services as helpful. This data is significantly higher in comparison to undergraduate respondents. 73% of undergraduate respondents report UBC Student Health Services as helpful.

48% of undergraduate respondents report UBC Counselling Services as helping, while 61% of graduate respondents report UBC Counselling Services as helping the respondent. These values illustrate distinct differences in assessing helpfulness of UBC counselling services dependent on undergraduate and graduate cohorts. The trend of helpfulness of UBC Counselling has been maintained into 2020, with no significant increases over the years for both assessed cohorts.

Undergraduate students continue to use Nurse on Campus services and the value has been maintained over this past year (14% use; 73% aware), although graduate students are significantly less aware of Nurses on Campus (61% aware; 15% use). 55% of undergraduate respondents report the services supplied by Nurses on Campus as helping the undergraduates, while 71% of graduate respondents report the Nurses on Campus services have helped. This is a distinctive juxtaposition in the values assessed on helpfulness for graduate and undergraduate cohorts assessing the helpfulness of Nurses on Campus.

Undergraduate awareness of the support services received from Residence Advisors has declined since 2019 and has now returned to 2018 levels. Since 2019, undergraduate awareness and use of Resident Advisors as a resource for mental health and wellbeing has increased back up to 41%.

Usage of the services offered by First Nations House of Learning for both undergraduate and graduate students are the same percentage (9%), meaning that communication with both populations reported illustrates equivalent usage and awareness levels.

Graduate students significantly use EmpowerMe services more than undergraduate students (20% and 14% respectively) while more undergraduate students report being aware of these services (69% undergraduate respondents and 66% graduate respondents). EmpowerMe was first assessed by helpfulness through the 2020 AES survey, thus we are unable to compare it to previous data. 65% of graduate respondents report the services offered by EmpowerMe has been helpful, while 52% of undergraduate respondents report that the services offered by EmpowerMe has been helpful.

Prior years also assessed off campus health services; it may be useful to implement this again in order to assess the usefulness of other wellness resources such as the AMS/GSS Health Plan or iMED. With the COVID-19 pandemic, it is important to note that the nature and delivery of these services has shifted dramatically, including a transition to telehealth services.

Recommendation #35: The AMS will continue to investigate and understand contributing factors to mental health and wellness experiences within the UBC experience, as well as the nature of COVID-19's impacts on mental health. In addition, the AMS should work with mental health support services to collect data on the diversity of the populations using their services and culturally tailor their services. (Responsible Executive: VP Academic and University Affairs)

Recommendation #36: The AMS will aim to address stigma surrounding seeking support through educational campaigns, peer support programs, and removing negative representations or attitudes that may deter students from seeking support. (Responsible Executive: VP Academic and University Affairs, Student Services Manager)

Recommendation #37: Due to the name change and combination of Speakeasy and AMS Vice into Peer Support, the AMS will inquire into promotional tactics to gain further recognition of the name AMS Peer Support. (Responsible Executive: Student Services Manager)

Recommendation #38: The AMS will advocate for the expansion of UBC Student Health Services and Counselling Services, including the creation of an integrated health centre on campus. (Responsible Executive: VP Academic and University Affairs)

Recommendation #39: In light of the COVID-19 remote virtual learning atmosphere, the AMS will provide feedback on and inquire into the development of online resources that help map mental health services off campus, as well as mental health services that are remotely available, including the provincial mental health service and Student Assistance Program. (Responsible Executive: President, VP Finance, VP Academic and University Affairs, Student Services Manager)

Sexual Assault and Misconduct

This section was optional for response on the Academic Experience Survey. Half of undergraduate respondents and 2 in 5 graduate respondents continue to be concerned about the prevalence of sexual assault and other sexual misconduct at UBC.

One in five UBC students having ever experienced sexual assault or misconduct during their time as a UBC student, including 8% by a UBC community member. Women are significantly more likely to have had these experiences than men. 90% of male survey respondents report not having experienced any form of sexual assault or other sexual misconduct versus 75% of female respondents.

There has been significant decline (5%) in undergraduates who agree that *UBC has provided me with adequate education about issues surrounding sexual assault and other sexual misconduct*. Students are now more likely to disagree than agree with the following statement: *UBC students know how to respond appropriately if they witnessed one of these incidents*. 32% of undergraduate respondents agree with the statement while 40% of respondents share that they disagree. Compared to the data collected on this statement since 2018, there has been a significant decrease in students who agree with this statement. This suggests that more education is necessary regarding sexual misconduct prevention, bystander protocol, response, and supporting survivors.

In response to the statement *UBC does a good job of clearly communicating resources and supports for survivors of sexual assault and other sexual misconduct*, 42% of undergraduate respondents agree with this statement while 43% of graduate students agree. In regards to the statement *If I personally experienced sexual assault or other sexual misconduct, I would feel comfortable accessing support resources*. 64% of graduate respondents agree with this statement. This value is significantly higher than what undergraduate students report, with half of undergraduate respondents sharing that they agree with this statement. Disagreement among undergraduate students with this statement has significantly increased over the past few years.

88% of undergraduate respondents aware of the AMS Sexual Assault Support Centre (SASC), while only 10% of undergraduate respondents have used their services. 81% of graduate students are aware of the AMS SASC, which is a noticeable decrease compared to the past few years. 11% of graduate respondents have used AMS SASC services. In the past three years, the data collected from the AES illustrates that SASC services are increasingly more known by both graduates and undergraduates on campus. Usage of SASC by undergraduates went down by 5% from 2019 to 2020, while SASC has remained consistent in graduate respondent data.

81% of undergraduate respondents are aware of the UBC Sexual Violence Prevention and Response Office (SVPRO), while 10% of respondents have used UBC SVPRO services. 74% of graduate respondents polled were aware of the SVPRO office, and a reported 9% of respondents stated they have used SVPRO services. In the past two years, as SVPRO was not assessed in the criteria in 2017, the data illustrates that SVPRO services are increasingly more known by both graduates and undergraduates on campus. This upward trend has increased significantly to the point that both SVPRO and SASC are known equally by the respondents surveyed in 2020. SVPRO maintains consistency in used services by respondents from the past 3 years, with no significant changes to report.

In the past three years, the data collected from the AES illustrates that SASC services are increasingly more known by both graduates and undergraduates on campus. Usage of SASC by undergraduates did go down by 5% from 2019 to 2020, while SASC has remained consistent in graduate respondent data. In the past two years, as SVPRO was not assessed in the criteria in 2017, the data collected illustrates that SVPRO services are becoming more known by both graduates and undergraduates on campus as part of an upward trend. SVPRO maintains consistency in used services by respondents from the past 3 years, with no significant changes to report. In future years, it would be valuable to gain an understanding of approachability of these two offices.

Recommendation #40: The AMS will work to provide adequate and engaging educational resources to students regarding sexual assault and misconduct, with an emphasis on how to respond and prevent it, what inappropriate behaviour consists of, and safe institutions to report misconduct to - through coordination of the We Believe You campaign and participation in Sexual Assault Awareness Month. Due to COVID-19, the AMS will explore virtual modes of delivery of educational campaigns and training for clubs, student leaders, subsidiaries, and constituencies. (Responsible Executive: VP Administration, VP Academic and University Affairs, Senior Student Services Manager)

Recommendation #41: The AMS will advocate for the creation of a standing Policy SC17 Implementation Committee, in order to advocate to the UBC Administration and the Faculty

Association to ensure that sexual assault misconduct training for faculty and staff is conducted on a timely and regular basis, as well as procedural guidelines for survivor-centric resources. (Responsible Executive: VP Academic and University Affairs)

Recommendation #42: The AMS will continue to affirm the SASC as an essential community resource, and continue to build relationships between SASC and SVPRO to ensure a collaborative relationship for sexual violence resources on campus. (Responsible Executive: All Executive.)

Recommendation #43: The AMS will advocate for the improvement of provincial legislation, which mandates universities to have stand-alone sexual misconduct policies. The AMS will also advocate for other institutions who have less resources to have access to funding for the creation of anti-sexual violence programs. (Responsible Executive: VP External)

Perceptions of the Alma Mater Society

Half of undergraduate students evaluated give the AMS positive overall ratings. This is a small directional decline illustrated through the data over this past year. Positive ratings from graduate students have remained stable following a significant increase last year.

The respondents were asked to rate on a scale of 1-10, 10 being excellent and 1 being poor. Of the 1,684 undergraduate students reporting, 49% of respondents rate the AMS in the good and excellent category. The mean rating by undergraduate respondents reported the AMS as a 6.5, landing them in the good approaching excellent category. Majority of undergraduate students responding to this question rated the AMS as a 7 out of 10 (25%). 13% of undergraduate respondents did not know how to rate the AMS, a significant increase from the past year. This indicates that there are improvements that can be made in the AMS according to a little over half of the student respondents, and that the AMS should prioritize engagement with the students of UBC in order to reach part of the population who are unsure of their opinion.

Just under half of students agree that they are aware of the services offered by the AMS and how to access them. Students continue to be the most critical of the AMS's activities related to finances. However, a good portion of respondents shared that they "don't know" or have a neutral opinion in response to all of the statements tested. This indicates that the AMS should find more efficient avenues to promote/make known its resources and the work that is done.

47% of graduates and undergraduates stated that they were *aware of the services offered by the AMS and how to access them*.

Almost half of students agree that *the AMS does a good job of representing students' equity and inclusion interests to the administration and faculty*.

To the statement *I trust the AMS to spend my money wisely*, 32% of undergraduate respondents and 36% of graduate respondents agree with this statement. 32% of undergraduate respondents answered neutrally for this question.

In regards to the statement, *the AMS does a good job of representing students' financial interests to the administration and faculty*, 32% of undergraduates and 35% of the graduate respondents agree with this statement.

To the statement, *the AMS does a good job of representing students' mental health and wellbeing interests to the administration and faculty*, 47% of undergraduate respondents and 52% of graduate respondents agree with this statement.

44% of undergraduate and 43% of graduate students agree that *the AMS does a good job of representing students; academic interests to the administration and faculty*, 44% of undergraduate respondents and 43% of graduate respondents agree with this statement.

2019's significant improvements in agreement that the AMS does a good job representing students' academic and financial interests have been maintained in 2020. Among graduate students, trust in the AMS to spend money wisely has maintained last year's significant improvement. Among both undergraduate and graduate respondents, mental health and well-being interests as presented by the AMS has been maintained into 2020.

Recommendation #44: The data presented suggests a need for more transparency regarding the work and services performed and offered by the AMS. The AMS will investigate low-barrier communication methods to raise awareness of the work done by the AMS. (Responsible Executive: All Executive.)

Recommendation #45: The AMS will increase student consultation efforts through concerted efforts to promote town halls and the Annual General Meeting to holistically gather student input. It will also further explore opportunities to promote its advocacy campaigns, services, strategies, and wins via social media, newsletters, and other methods of communication. (Responsible Executive: All Executive.)

Recommendation #46: The AMS will work to expand services so that they may better serve graduate student needs, and ensure that they have access to inclusive support on campus. (Responsible Executive: Student Services Manager)

Recommendation #47: The AMS will examine and conduct consultations with UBC student groups and AMS resource groups to gather information on how we can establish a stronger communication framework centred on inclusion and better representing the students. (Responsible Executive: All Executive.)

Transit

Just under half of undergraduate respondents report having a commute of 30 minutes or more to campus, including one in five who travel for more than an hour. Since 2015, there has been a small but significant increase in the proportion of undergraduates who travel more than an hour to campus. This trend illustrates a need to explore transit options for commuter students in order to reduce travel time and convenience.

Recommendation #48: The AMS will continue its advocacy efforts to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC.
(Responsible Executive: VP External)

Recommendation #49: The AMS will ensure that student voices are heard on regional transit plans, and will advocate for student needs to be considered at all levels of transit development, including Skytrain, seabus, car share, bike share plans. (Responsible Executive: VP External)

Recommendations for Future Surveys

In light of COVID-19 and the nature of the constantly evolving situation, it will be valuable to have a COVID-19 specific data set to demonstrate how students have been affected by a year that may set the precedent of a “new normal.” It is important to reiterate that this report was distributed in March of 2020, where the data collected is from a smaller cohort than our previous surveys. In addition, March of 2020 was during the time of COVID-19 pandemic significant impact on student wellbeing, transitioning from an in person to an online environment in a matter of days. As a result, our COVID survey yielded over 5,000 respondents in June of 2020 and can give a significant insight into the multifaceted impacts of COVID-19 on the UBC community in a variety of areas. This is of increased importance in the modern climate. Because of the production of two surveys during one calendar year, we recommend reviewing both the AES survey and COVID-19 survey report to gather stronger insight into how UBC students have been impacted by the COVID-19 pandemic, including in mental/physical wellbeing, education, accessibility, housing/food/nutrition, and support services. As a result of this, In the AES Survey released in March 2021, there will be a “temporary” section that allows us to assess specifically covid-19 impact to carry on our data collected in June 2020.

As a result of transferring into an online, virtual environment, the education section will increase and include questions assessing an ideal online, virtual learning environment, accessibility of technology services via courses, and work ethic and motivation persistence through an online environment. With an online environment, a variety of testing applications will be assessed in order to examine testing services and comfortability of UBC students with these services.

With the world currently in a global recession, financial turmoil is even higher than assessed this March. We must provide comprehensive questions that further understand the support that currently is being used by UBC students. We aim to include family-centric questions to examine the percentage of students who are supporting dependents.

Further areas of research may include a section specifically on the support and holistic wellbeing of international students as the differential between international and domestic students needs to be explored further, including time zone differences and delivery of various UBC experiences. We will also be assessing the accessibility of UBC support services by international students.

The AMS will examine the possibility of adding more questions to discover the barriers students face impacting accessibility of support services and further questions regarding factors contributing to mental health difficulties.

It will be valuable to gain insight on the nature of the factors that contribute to mental health problems at UBC, as well as the barriers to accessing campus support. As a result, we will be including and enhancing our mental health and support services section. This will also investigate factors such as culture, equity, and systemic barriers. We will include this within our question assessing career support services as well. It may be valuable to gain insight on the awareness of emergency funds currently available through UBC. It would be valuable to gain insight on examining the accessibility of those who were able to receive emergency funds and the convenience of support and service.

Recommendation #50: The AMS will include expanded questions on the academic experience, especially with regards to COVID-19's virtual learning environment. (Responsible Executive: VP Academic and University Affairs)

Recommendation #51: The AMS will endeavour to include questions regarding the international student experience, such as the potential differences between domestic and international student experience participating in remote classes. (Responsible Executive: VP Academic and University Affairs)

Recommendation #52: The AMS will look into collaborating with the GSS to make survey efforts more cohesive and to bring advocacy initiatives in line, so as not to duplicate efforts with both the AES and SES surveys being distributed at the same time. (Responsible Executive: President, VP Academic and University Affairs)

Recommendations #53: The AMS will continue to be as inclusive as possible to all student groups in advocacy and representation, especially for Indigenous students and groups. The AMS will continue to advocate for greater holistic Indigenous engagement and curriculum with the University and will engage with groups on campus on survey design questions. (Responsible Executive: VP Academic and University Affairs)

Compiled Recommendations

Academic Trends

Recommendation #1: The AMS will continue to investigate what “good value for tuition” means to students through evaluation programs, and strategically plan on ways to demonstrate value for tuition and student fees to students. The AMS will work with the UBC administration through an improved tuition allocation model and participatory budgeting model, as well as the development of an affordability model. (Responsible Executive: VP Academic and University Affairs, VP Finance)

Recommendation #2: The AMS will look into ways it can work with UBC cooperative education units to bolster the available work integrated learning resources and opportunities, along with continuing to build awareness of post-graduate job seeking resources and professional development resources on campus. (Responsible Executive: VP Academic and University Affairs)

Recommendation #3: The AMS will inquire into the availability of information and department funding structure in order to support undergraduate students choosing their desired major, and collaborate with undergraduate societies. (Responsible Executive: VP Academic and University Affairs)

Recommendation #4: The AMS will collaborate with GSS in advocating for expanded work-integrated learning for graduate students and awareness of these resources at a provincial and federal level. (Responsible Executive: VP External, VP Academic and University Affairs)

Recommendation #5: The AMS will work with the CSIC to explore increased Work-Learn opportunities that are remotely available, as well as within AMS. (Responsible Executive: VP Academic and University Affairs, Student Services Manager)

Student Finances

Financial Support and Sources

Recommendation #6: The AMS will investigate more equitable mechanisms of dispersing financial aid, whether through AMS' subsidies or through working with enrolment services advising. This includes more thorough case-by-case reviews of financial assistance applications which account for a variety of factors such as familial/individual income, necessary health expenses, and educational expenses. A thorough screening process as such might provide more accurate and sufficient funding to students, and possibly prevent giving deficient (or excess) funds to students in need. (Responsible Executive: VP Finance, VP Academic and University Affairs)

Recommendation #7: The AMS will improve its communication efforts regarding financial support available to students, particularly by offering financial guide resources in light of COVID-19 redesigning the AMS website to be more clear about what financial services are offered and events. (Responsible Executive: President, VP Finance)

Recommendation #8: The AMS will advocate for the federal funding of graduate student grants.

Recommendation #9: The AMS will continue to advocate for increased bursaries, awards, and financial aid packages available to graduate students and increased student financial aid from UBC for yearly funding. (Responsible Executive: VP Academic and University Affairs)

Recommendation #10: The AMS will pursue advocacy related to the implementation of equity based grants through creation of policy papers to encourage the provincial government to study and invest in equity based grants. (Responsible Executive: VP External)

Recommendation #11: The AMS will inquire into hosting virtual financial literacy workshops for the virtual student-engagement environment. (Responsible Executive: VP Finance)

Recommendation #12: The AMS will advocate for international students to have an easier and more standardized visa process in order to avoid unnecessary confusion and stress to do with visa restrictions. (Responsible Executive: VP External)

[Debt](#)

Recommendation #13: The AMS will endeavour to work with other student unions to pursue the elimination of interest loans. (Relevant Executive: VP External)

[Housing and Food Affordability](#)

Recommendation #14: The AMS will collaborate with the Food Security Initiative to develop a long-term food security plan for students, as well as communicate with UBC Administration in order to advocate for a student discount program at accessible grocery store(s) in BC, central to where students live. (Responsible Executive: VP Academic and University Affairs, VP External, Student Services Manager)

Recommendation #15: The AMS will continue to advocate for more needs-based student housing supplement grants, as well as an increase in availability of needs-based student housing. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #16: The AMS will inquire into the feasibility of off-campus, affordable, co-operative housing. (Responsible Executive: Student Services Manager, VP External, VP Academic and University Affairs)

Recommendation #17: The AMS will advocate for affordable on-campus housing through projects such as lobbying to increase the density of the Stadium Road Neighbourhood development. (Responsible Executive: VP Academic and University Affairs)

Recommendation #18: The AMS will advocate for funding for students and post-secondary institutions to be a policy concern during upcoming elections, highlighting student issues as part of the Get Out the Vote Campaign (Responsible Executive: VP External)

Recommendation #19: The AMS will advocate for housing affordability and student housing quality via work through the provincial student housing working group, and other existing housing affordability efforts. (Responsible Executive: VP External)

[Course Materials](#)

Recommendations #20: The AMS will continue to work with the CTLT to advocate for the use and increased availability of Open Education Resources (OERs) in order to alleviate financial burdens relating to textbook costs, including OER as part of federal and provincial institutions. The AMS will look into working with the Faculty Association to build relationships to promote usage of open educational resources. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #21: The AMS will inquire into the creation of provincial policy regarding limitations on the costs of digital learning materials used for assessment. This will include identification that assessment is part of tuition, and that Open Educational Resources and Open Assessment practices should be widely adopted by institutions. (Responsible Executive: VP External)

[Financial Literacy and Hardship](#)

Recommendation #22: The AMS will advocate for a financial support fund specifically for international students who are disproportionately experiencing economic hardship based on the state of the global economy. (Responsible Executive: VP Academic and University Affairs)

Recommendation #23: The AMS will continue to explore the ways in which international students experience tuition affordability (while giving consideration to fluctuating global macroeconomic factors), as well as advocacy for affordable international student tuition costs. (Responsible Executive: VP Academic and University Affairs, VP External)

Campus Community

Campus Involvements

Recommendation #24: During the COVID-19 pandemic, the AMS will continue to investigate virtual forms of social engagement across various UBC programming, as well as supporting clubs and constituencies in proactive outreach. (Responsible Executive: All Executives)

Belonging

Recommendation #25: The AMS will investigate the needs of mature students, particularly for older students with childcare responsibilities, to increase the sense of belonging for older students. (Responsible Executive: All Executives.)

Campus Safety

Recommendation #26: The AMS will collaborate with Campus Security to improve the delivery and operations of AMS Safewalk, to ensure the safety of students walking at night. (Relevant Executive: Student Services Manager, VP Academic and University Affairs)

Discrimination

Recommendation #27: The AMS will advocate to the University on increased training implemented in UBC's staff training and development, as well as an improved hiring framework that will provide incoming instructors with a holistic, informative assessment on bias, inclusion, and culturally catered training and support services. Hiring committees should also go through onboarding training to ensure bias discrimination training is implemented throughout the search process. (Responsible Executive: VP Academic and University Affairs)

Recommendation #28: The AMS will continue developing its Equity Plan, comprising a strategy on how to improve inner AMS systems, structure, governance, and advocacy frameworks to better include the voices of students from marginalized communities, and students who face barriers to participation on campus. (Responsible Executives: All Executives, President.)

Recommendation #29: The AMS will endeavour to support the implementation of the Inclusion Action Plan and advocate for a long-term equity plan for UBC, including the President's commitments to address systemic racism. (Responsible Executive: VP Academic and University Affairs, VP External)

Recommendation #30: The AMS will continue building relationships with Equity and Inclusion and other equity-seeking campus groups on various issues surrounding systemic discrimination,

including supporting the implementation of gender-neutral bathrooms on campus and a shared campaign on gender diversity. (Responsible Executive: All Executive.)

Recommendation #31: The AMS will work to improve its data-based understanding of the discrimination and mistreatment (i.e. in which areas, like classrooms, clubs, extracurriculars, counselling services, etc.) faced by students via pin-pointing discrimination in future surveys through tailored question sets in future surveys. This could include additional survey questions about how comfortable students may feel responding to instances of discrimination. (Responsible Executive: All Executive.)

Recommendation #32: In order to address mistreatment and discrimination, the AMS will continue to raise awareness of resources such as the Ombudsperson and Human Rights Advisors through targeted campaigns and potentially establish an MOU. (Responsible Executive: VP Finance, VP Academic and University Affairs)

Mental Health and Wellbeing

Students with Disabilities

Recommendation #33: The AMS will work to expand inclusive outreach programs and event-planning guidelines specifically geared towards students with disabilities, in order to keep them informed of the resources and services available at the Centre for Accessibility and within social spaces like clubs and AMS Events. (Responsible Executive: President, VP Administration, VP Academic and University Affairs)

Recommendation #34: The AMS will work to consult with the student disability community in order to create and build more accessible spaces both within the Nest and on UBC in general. (Responsible Executive: VP Administration, VP Academic and University Affairs)

Mental Health and Wellbeing

Recommendation #35: The AMS will continue to investigate and understand contributing factors to mental health and wellness experiences within the UBC experience, as well as the nature of COVID-19's impacts on mental health. In addition, the AMS should work with mental health support services to collect data on the diversity of the populations using their services and culturally tailor their services. (Responsible Executive: VP Academic and University Affairs)

Recommendation #36: The AMS will aim to address stigma surrounding seeking support through educational campaigns, peer support programs, and removing negative representations or attitudes that may deter students from seeking support. (Responsible Executive: VP Academic and University Affairs, Student Services Manager)

Recommendation #37: Due to the name change and combination of Speakeasy and AMS Vice into Peer Support, the AMS will inquire into promotional tactics to gain further recognition of the name AMS Peer Support. (Responsible Executive: Student Services Manager)

Recommendation #38: The AMS will advocate for the expansion of UBC Student Health Services and Counselling Services, including the creation of an integrated health centre on campus. (Responsible Executive: VP Academic and University Affairs)

Recommendation #39: In light of the COVID-19 remote virtual learning atmosphere, the AMS will provide feedback on and inquire into the development of online resources that help map mental health services off campus, as well as mental health services that are remotely available, including the provincial mental health service and Student Assistance Program. (Responsible Executive: President, VP Finance, VP Academic and University Affairs, Student Services Manager)

Sexual Assault and Misconduct

Recommendation #40: The AMS will work to provide adequate and engaging educational resources to students regarding sexual assault and misconduct, with an emphasis on how to respond and prevent it, what inappropriate behaviour consists of, and safe institutions to report misconduct to - through coordination of the We Believe You campaign and participation in Sexual Assault Awareness Month. Due to COVID-19, the AMS will explore virtual modes of delivery of educational campaigns and training for clubs, student leaders, subsidiaries, and constituencies. (Responsible Executive: VP Administration, VP Academic and University Affairs, Senior Student Services Manager)

Recommendation #41: The AMS will advocate for the creation of a standing Policy SC17 Implementation Committee, in order to advocate to the UBC Administration and the Faculty Association to ensure that sexual assault misconduct training for faculty and staff is conducted on a timely and regular basis, as well as procedural guidelines for survivor-centric resources. (Responsible Executive: VP Academic and University Affairs)

Recommendation #42: The AMS will continue to affirm the SASC as an essential community resource, and continue to build relationships between SASC and SVPRO to ensure a collaborative relationship for sexual violence resources on campus, including the renovation of a new office for SASC. (Responsible Executive: All Executive.)

Recommendation #43: The AMS will advocate for the improvement of provincial legislation, which mandates universities to have stand-alone sexual misconduct policies. The AMS will also advocate for other institutions who have less resources to have access to funding for the creation of anti-sexual violence programs. (Responsible Executive: VP External)

Perceptions of the AMS

Recommendation #44: The data presented suggests a need for more transparency regarding the work and services performed and offered by the AMS. The AMS will investigate low-barrier communication methods to raise awareness of the work done by the AMS. (Responsible Executive: All Executive.)

Recommendation #45: The AMS will increase student consultation efforts through concerted efforts to promote town halls and the Annual General Meeting to holistically gather student input. It will also further explore opportunities to promote its advocacy campaigns, services, strategies, and wins via social media, newsletters, and other methods of communication. (Responsible Executive: All Executive.)

Recommendation #46: The AMS will work to expand services so that they may better serve graduate student needs, and ensure that they have access to inclusive support on campus. (Responsible Executive: Student Services Manager)

Recommendation #47: The AMS will examine and conduct consultations with UBC student groups and AMS resource groups to gather information on how we can establish a stronger communication framework centred on inclusion and better representing the students. (Responsible Executive: All Executives)

Recommendation #48: The AMS will continue its advocacy efforts to the government and Translink for the construction of the rapid rail Broadway Line to be extended to UBC. (Responsible Executive: VP External)

Recommendation #49: The AMS will ensure that student voices are heard on regional transit plans, and will advocate for student needs to be considered at all levels of transit development, including Skytrain, seabus, car share, bike share plans. (Responsible Executive: VP External)

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